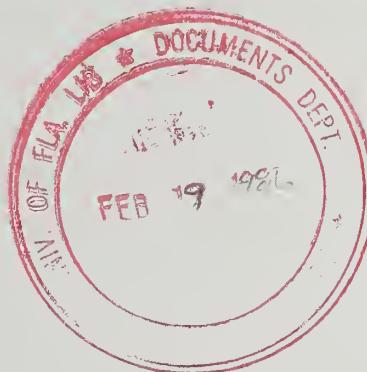


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OPERATION Bold Bridge



February 1986

recruiter
JOURNAL
The Army's recruiting professional magazine since 1947



Command Call



Question: Why don't Reserve Recruiters get training on Reserve programs at the ARC?

CSM Abner: They do — and soon will get more. More training on Reserve programs was added to all of our training courses from the ARC to the ROOC — although all of the extra classes may not have begun yet. Everyone, whether RA or USAR, will be given the same training. It's important that anyone who is going to be even indirectly involved in recruiting for the Reserve be aware of its unique programs.

Question: I don't think it's fair that

detailed recruiters are able to get a gold badge. Only those NCOs who have proved their commitment to recruiting by taking the OOR MOS should get it.

Maj. Gen. Ono: It doesn't matter how a soldier was chosen to serve in a position, or how long he or she intends to stay. What matters is his or her performance while in that job. It takes a great deal of commitment to recruiting to win a gold badge. If you've earned it, you deserve to wear it.

Question: Why do I still have a dial telephone instead of a push button? I'm wasting so much time dialing.

Maj. Gen. Ono: That depends on the phone company in your local area. While most of the U.S. has the capability to use touch-tone phones, there are a few areas that still don't. If your station is in one of those areas, there is nothing we can do. On the other hand, if your local phone company offers touch-tone service, contact your battalion logistics section to get your equipment changed.

Question: I'm in a three-man station, which covers a large area. I'm a bit confused about whether it's OK for all of us to be gone at the same time.

Question: Our two-man station is in a shopping mall in which a lot of young people pass by all the time. Should we try to keep someone here at all times?

CSM Abner: Common sense tells you that if you're in a high-volume walk-in station, you should make every effort to keep someone in the station at all times. That's not impossible to do if each of the recruiters remains aware of the others' schedules. Even at stations where there is little walk-in traffic, it makes sense to keep dependable hours. Naturally, you should always follow local policy, if it applies to a case such as this.

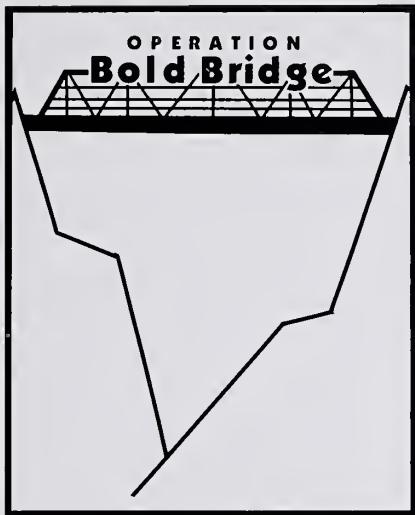
Question: If I'm in a downtown station and I get a walk-in from the other side of town, why can't I put him in the Army? By the time I refer him back to the recruiter where he lives, he's turned off.

CSM Abner: There are tactful ways to deal with this situation. Most importantly, don't dismiss the prospect with a "Someone will be calling you" kind of answer. Welcome that person in, talk to him or her for a few minutes, give them a RPI or two. Then, while that prospect is still sitting in your station, call the recruiter across town and put the young person on the phone. If you're the recruiter on the other end of the line, make an appointment to meet him or her by tomorrow. React quickly before he or she loses interest. None of this takes a lot of effort, but it sure could win us some extra contracts.

The *Recruiter Journal* solicits your comments and questions for the Commanding General and the Command Sergeant Major. Please send them to: United States Army Recruiting Command, ATTN: Recruiter Journal, Building 103, Ft. Sheridan, IL 60037-6020. Or call: (312) 926-3918 or (FTS) 459-3918.

TOMMIE L. ABNER
Command Sergeant Major
US Army Recruiting Command

ALLEN K. ONO
Major General, USA
Commanding



FLARE



recruiter

JOURNAL

The Army's recruiting professional magazine since 1919

VOLUME 39 NUMBER 1 FEBRUARY 1986

FEATURES

Operation Bold Bridge

How we'll bridge the March-June canyon of contracts.

How to Handle A High School Counselor

Part two of a nationwide survey of high school guidance counselors.

Stress and Recruiting

*Is recruiting the most stressful job?
See how it compares to other occupations.*

Hispanic Americans

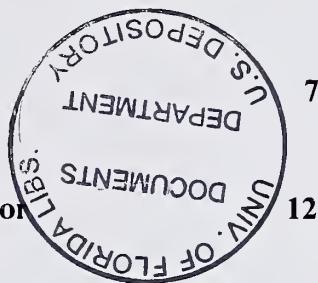
The fastest growing minority group provides a "new" market for recruiting.

Advertising's Mission Box

Just like recruiters, advertising has a mission box to make too.

Slide and Talk Kits

The Recruiting Support Command has taken the work out of preparing a professional presentation.



A black and white portrait of a young man in a military uniform. He is wearing a dark beret and a dark, collared shirt. He is looking directly at the camera with a neutral expression. The background is a plain, light-colored wall.

The diagram consists of two overlapping circles. The left circle is labeled 'EMPLOYMENT ORIENTED' and the right circle is labeled 'COLLEGE ORIENTED'. Below the circles, a horizontal line is labeled 'BONUS' vertically.

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USAREC Today

AAFES — A Service Organization For The Soldier

The Army and Air Force exchange service is a unique organization. It's a federal agency with customers as shareholders. It's a complicated situation that produces favorable results. Unlike the commissary services, AAFES runs on the money it makes — not tax dollars. The military customer that provides these operating funds benefits as well.

Here's how. Last year, customers spent \$4.9 billion in AAFES stores, food outlets, concessions and theaters. After paying for basics like merchandise and salaries, the organization has \$236 million in earnings to split evenly between the Army and Air Force and its own

business needs. The services spent their \$118 million on morale, welfare and recreation activities. This figure amounts to \$78 on a per capita basis for each active duty member of the Army and Air Force. The \$118 million AAFES retained also improved the military member's quality of life. Each year, retained earnings fund about 20 major building projects and hundreds of renovations and equipment purchases.

Each store sets prices to make sure its 20 percent savings goal is being met. Unlike its commercial counterparts, AAFES intentionally runs some activities at a loss.

These include about 70 retail outlets, 80 food facilities and 100 theaters in areas where earning potential is limited. The AAFES feeding program for overseas Department of Defense dependent schools serves 20,000 meals per day at 106 schools in eight countries; all on a break-even basis. AAFES operates this way because it is primarily a service organization. If facilities are needed, AAFES makes every attempt to provide them even if reasonable losses are anticipated. AAFES customers see their dollars at work everytime they use a military library or tax-supported agency or a commercial enterprise.

Physical Training Standards Revised

Soldiers have until October 1, 1986 to get in shape to meet revised standards of the Army Physical Fitness Test.

The revised standards increases the minimum and maximum performance levels for push-ups, sit-ups and the two-

mile run. It redefines and increases the age groups from four groups to eight: 17-21, 22-26, 27-31, 32-36, 37-41, 42-46, 47-51, and 52-plus. Also increased are the women's performance levels for the sit-ups and eliminates the "go, no go"

standard for soldiers aged 40 and over.

The decision to increase the events' repetitions and to shorten the two-mile run time was based on many years' worth of fitness studies, field testing, and consultations.

fitness experts in the private sector.

recruiter **JOURNAL** The Army's recruiting professional magazine since 1919

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Recruiter Journal (USPS 305-870)

“Thanks Sarge!”

“He’s cool — easy to talk to on a one-to-one basis,” says Pvt. I Anthony E. Sanders about the man who convinced him to join the Army.

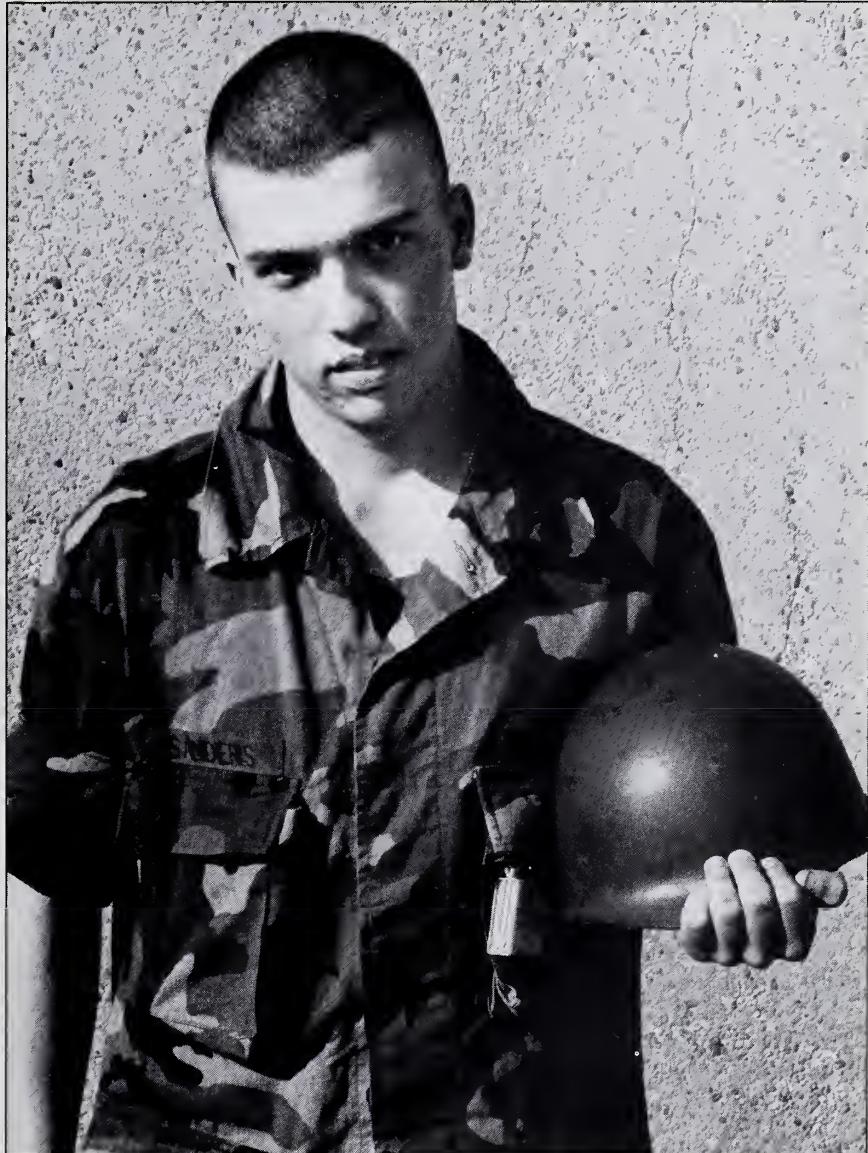
According to Sanders, Sgt. Darrell Bault, of the Linton, Ind. recruiting station, “seems to be a good friend to everyone and a good family man.” But most of all, Sanders says, “I respect him.”

Sanders took a breather from basic training at Fort Knox, Ky. to talk about his recruiter and his Army experiences since his recent enlistment. The 18-year-old from Jasonville, Ind. says basic is hard “but worth it.”

Sgt. Bault convinced Sanders to enlist by telling him about the \$7,000 bonus he’d earn by completing training for his 19A MOS “and about the travel, the pay and the discipline.” Sanders says it was the bonus that persuaded him to join the Army over the other services.

But Sanders emphasizes that it was Bault who ultimately influenced him to enlist, “He really helped me make a very important decision in my life. He is a real friend — someone you can talk to and get straight answers.

“Thanks, Sergeant Bault.”



AAFES Accepts Credit Cards

The Army and Air Force Exchange Service (AAFES) now accepts major credit cards in the United States and overseas.

In early October the House Armed Services Committee approved using credit cards in AAFES stores as well as in the Navy and Marine Corps Exchange Systems.

The first phase of the credit card plan involves interbank credit cards like Visa

and Mastercard.

The second phase will consider other charge cards such as those exclusive to national stores and membership clubs, like Sears, Diners Club and American Express.

The credit card program will be a joint-service effort so that soldiers, sailors, airmen and marines will be able to use the same cards throughout the AAFES, Navy and Marine Corps Exchange System.

Do You Know What These Terms Mean in Recruiting?

GEODEMOGRAPHIC - A region approach to the study of size, territorial distribution, and composition of the population.

JOINT OPTICAL INFORMATION NETWORK (JOIN) - An interactive video micro-computer system installed in each RS, guidance counselor shop, Rctg Co, Rctg Bn, and Rctg Bde to accurately show and tell the applicant about the Army and Army opportunities.

LOAN REPAYMENT PROGRAM (LRP) - A recruiting incentive designed to increase enlistment of recruits with college education by paying 33.3 percent or 1,500, whichever is greater, on the outstanding loan balance for each year of successful completed active service. This program applies only to Guaranteed Student Loans and National Direct Student Loans incurred since 1 Oct 75.

MAN-DAY SPACE (MDS) - A program in which selected USAR TPU members are placed on active duty in support of local recruiting activities such as displays, exhibits, open houses, fairs, TAIR events, and recruiting drives, to produce USAR leads. Rctg Bde commanders may approve tours of up to 30 consecutive days not exceeding 30 days in a fiscal year, for this program. Tours totaling 31 to 179 days in a fiscal year can be approved by the CG USAREC.

MID-TERM GRADUATE - This applies to the graduate who has met and/or exceeded prescribed requirements (units/credits) early. Graduation could occur at mid-term (December/January) rather than the end (May-June) of the school term.

MET SITE - Mobile examining test site utilized to test applicants away from

MEPS. It can be operated by military or the Office of Personnel Management.

ONE-HALF PRODUCTION RECRUITERS - Recruiters assigned to a Rctg Bn more than 30 days, but less than 60 days, who have part of an assigned objective, but do not have full mission assigned as of yet.

ONE-STATION UNIT TRAINING (OSUT) - A procedure, whereby, a recruit receives both basic and advanced individual training (AIT) at the same unit.

RECRUITER ZONE ANALYSIS (RZA) - A Rctg Bde effort conducted at each Rctg Bn to define the chargeable market and equitably distribute it to the recruiting force. Propensity for RZA is the Program Analysis and Evaluation (PAE) Directorate, HQ USAREC.

DIAGNOSTIC TEST ANSWERS February 1986

1. b, Reference: USAREC Reg 350-6, para 4-2a
2. a, Reference: USAREC Reg 350-6, para 4-4a
3. b, Reference: USAREC Reg 350-6, para 15-13a
4. d, Reference: USAREC Reg 350-6, para 15-13b
5. d, Reference: USAREC Reg 350-6, para 4-4
6. b, Reference: USAREC Reg 350-6, para 4-5
7. a, Reference: USAREC Reg 350-6, para 4-6a
8. b, Reference: USAREC Reg 350-6, para 4-9
9. b, Reference: USAREC Reg 350-6, para 4-10b
10. b, Reference: USAREC Reg 350-6, Appendix H
11. b, Reference: USAREC Reg 350-6, para 4-1d
12. b, Reference: USAREC Reg 350-6, para 15-2c
13. a, Reference: USAREC Reg 350-6, para 15-4c
14. c, Reference: USAREC Reg 350-6, para 4-8
15. d, Reference: USAREC Reg 350-6, para 15-7b
16. b, Reference: USAREC Reg 350-6, Appendix H
17. b, Reference: USAREC Reg 350-6, para 15-7a
18. c, Reference: USAREC Reg 350-6, Appendix H
19. c, Reference: USAREC Reg 350-6, para
20. d, Reference: USAREC Reg 350-6, para 4-2

OPERATION **Bold Bridge**



One of the most exciting aspects of working in the Recruiting Command is the real world mission that you receive each Reception Station Month. This is not a command where missed objectives mean only more training at the next ARTEP. In recruiting, you assault the hill again and again until you take it. As in combat, being close is not enough to get the job done.

Our hill in fiscal year 1986 is 135,000 accessions with quality marks that are equal to or better than last year's

achievement.

USAREC's Operation Orders, although normally not written, are given to commanders at each mission adjudication conference. Operation Bold Bridge differs from adjudication. It is more like an order to seize an intermediate objective that will make securing the fiscal year 1986 objective possible.

The following Operation Order outlines Operation Bold Bridge. The key element to the operation is to "bridge" the "canyon" of contracts written on GSA

that normally occurs during the March through July Reception Station months. This order outlines the support you will have in taking an additional 2,000 college/workforce bound GSA who will choose the two-year option.

As you can see, the Commanding General has marshalled considerable support elements. But they are only support elements. They make a hard job only a little easier by making the prospect knowledgeable about a desirable option. The final sale is up to you.

UNCLASSIFIED

OPORD 1 (Operation Bold Bridge)

Time zone used throughout the order: FOXTROT

Task Org:

1st Rctg Bde (NE)

2d Rctg Bde (SE)

4th Rctg Bde (MW)

5th Rctg Bde (SW)

6th Rctg Bde (NW)

Recruiting Support Command

1. Situation

a. "Enemy Forces."

1) Competition.

- a. Air Force and Navy % of GMSA leads Army
- b. Navy preparing a 2-year enlistment option

2) Market

- a. College-bound students
- b. Work-oriented students

b. "Friendly Forces."

- 1) TRADOC
- 2) FORSCOM
- 3) MILPERCEN
- 4) MEPCOM

c. "Attachments. N.W. Ayer (OPCON ASP)"

d. Assumptions.

- 1) FY 86 production will not deviate from historical trends unless stimulated.
- 2) US economy will continue present course.
- 3) USAREC will write 2200 2-year GSA contracts without stimulation during MAR-MAY.

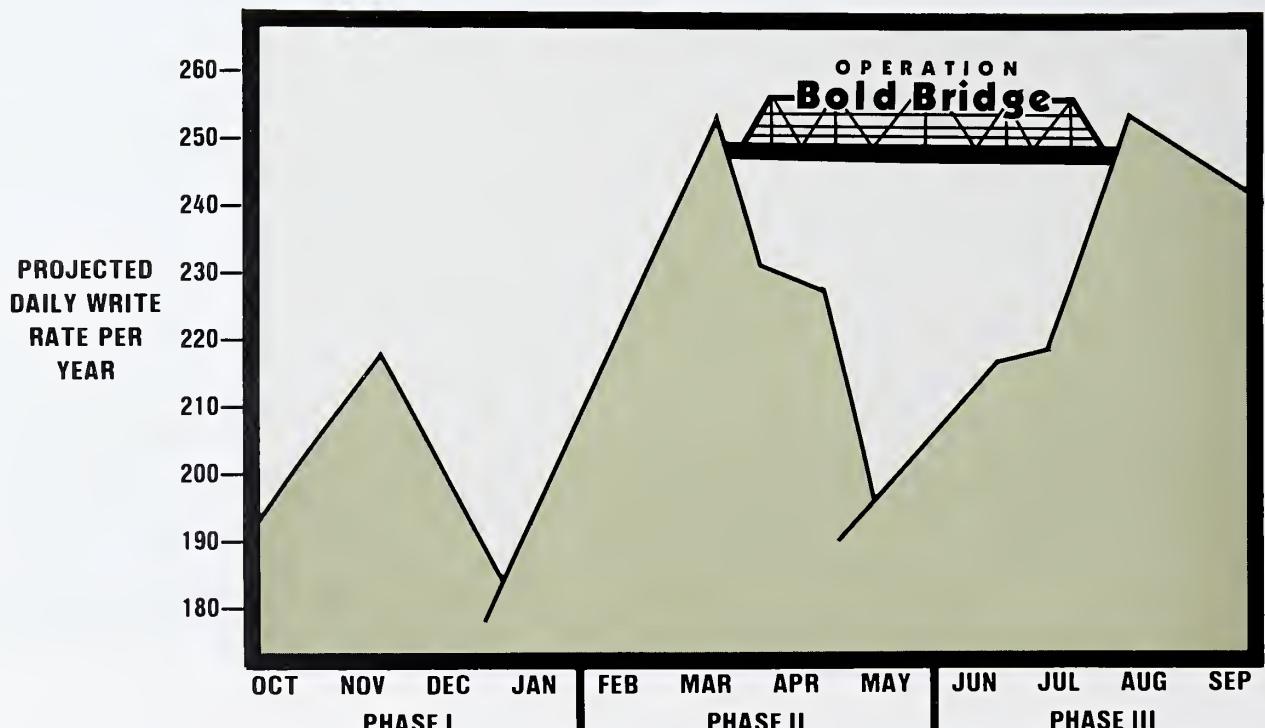
2. Mission.

USAREC will conduct a sustained attack from 010600 MAR to 282000 MAY to seize hill 4200 (4200 2yr GSA contracts).

3. Execution.

a. Concept of Operation. Entire command conducts a three-phased operation to put the 2yr option in the minds of the market and on the lips of recruiters to alleviate the recurring downturn in GSA production during the RSM MAR-MAY. All aspects of the operation to include goals, missions, awards, training, advertising, public information, resources, and ADP support will be timed and targeted to create maximum impact during the 3 month blitz.

THE BOLD BRIDGE



b. **Maneuver.** Throughout the three phases Bdes will:

- Train - Upon receipt of the refresher training package from TSD, execute training at Battalion, Company, and Station level.
- Energize - Command initiatives
- Emphasize - Command initiatives
- Advertise
- Track - Per production annex. Start 2yr option tracking RSM Dec.
- Attack - Beginning RSM March, be in position to increase GSA write rates to levels at Production Annex.
- Conquer - Take no prisoners! Take Hill 4200 - Do it with INTEGRITY.
- Report - Report training status beginning 20 December conference call. Starting RSM March, report progress toward objective.

1) **Phase I. Prep NOV-FEB**

(a) TSD

1. Develop exportable refresher training package for distribution to Brigades NLT 10 Dec. (100% of recruiting force must be trained by 31 JAN.)
 - Dual market strategy concept
 - Dual market program
 - Develop sales message to highlight special sales offer:
 - more 2yr seats available
 - more 2yr airborne seats
 - more 2yr Europe assignments
 - Greater MOS variety
 - Distribute 2yr option video packages
2. Brief msn & concept at ARC, SCC, ROOC, RTNCO courses beginning December.
3. Report reaching OPCON GREEN (100% forced trained) and provide interim monthly reports to DRO.

(b) Advertising prep - conduct Bde A&SP chief conference prior to 22 NOV (see for additional Fire Support)
(c) RO - report system prep

1. Ensure 2yr seats are available on REQUEST
2. Report 2yr option seat availability by gender prior to December.
3. Prepare SITREP format for Bde weekly reports

2) **Phase II. Attack MAR-MAY**

(a) Simultaneous attack by all five brigades

1. 1st Bde - Contract goals, Bde and Bn, TBA
2. 2d Bde - Contract goals, Bde and Bn, TBA
3. 4th Bde - Contract goals, Bde and Bn, TBA
4. 5th Bde - Contract goals, Bde and Bn, TBA
5. 6th Bde - Contract goals, Bde and Bn, TBA

(b) Advertising (see fire support) - Bde & Bn A&SP's execute local in sync with National campaign. Bde & Bn A&SP maximize use of local newspaper display ads.

(c) Reports (see coordinating instructions)

(d) Awards (see coordinating instructions)

(e) Maximize 2yr HRAP utilization FEB-MAR

3) **Phase III. Consolidation MAY-SEP**

(a) Battle assessment (PAE/RO)

(b) Command prepares to continue the attack on order

b. Recruiting Support Cmd will reinforce Brigades in support of Operaton Bold Bridge.

c. **Fire Support.**

1) A&SP

(a) Concept

1. Full court USAREC press timed and coordinated for maximum GSA prospect/recruiter appointments (i.e. max. calling, walk-ins, product knowledge) MAR-MAY
2. Begin increase in advertising for 2yr promotion in FEB
3. Blitz high school quality market and influencers
4. Extensive use of national media
5. Increased number of female-oriented ads

- (b) National Execution
 - 1. Network television
 - 2. Spot television
 - 3. National newspaper (Sunday supplements and USA Today)
 - 4. Spot radio
 - 5. Magazines ads
 - 6. Direct mail (Copy emphasis and special flyers)
 - 7. Female media tour
 - 8. RPI's (English and Spanish)
 - 9. Posters
 - 10. News releases

- (c) Local Execution

- 1. Dispatch supplemental 2yr option SAM kits to Bde/Bn ASPs by 16 Jan 86.
 - 2. Continue blitz through 25 MAY.
 - 3. Specify release dates of local ads to reinforce intensity of national campaign.
 - 4. Ensure all messages are designed to increase traffic at the Recruiting Station.
 - 5. Minimum of 50% of all local ads will emphasize 2yr program.

- (d) Advertising weight (see attached graph)

2) PAO

- (a) Print news release for FEB publication
- (b) On order release 2yr option information to command in coordination with TSD.

- (c) Extensive use of the following:

- 1. Be all your can be (BAYCB)
 - 2. Leadership is the difference
 - 3. Recruiting Update

- (d) Publish Recruiter Journal articles:

- 1. JAN - "Operation Bold Bridge"
 - 2. FEB - How to recruit with the 2yr option
 - 3. MAR - Diagnostic test
 - 4. JUN - Success Stories

- d. RO, in coordination with PAE, will ensure:

- 1. 2yr seats are available; report 2-year option seat availability by gender by 16 December.
 - 2. Ensure diversity of 2yr MOS available some with airborne.
 - 3. 2yr 1st assignments are available; report by gender by 16 December.
 - 4. Adjust RUDEP controls to maximize write rate of 2yr option with TSC I & II buffered.

- f. Reserve. PAE

- 1) Be prepared to increased 3rd Qtr Hi-Grad mission in the event of strong resistance in MAR.
 - 2) Ensure that mission supports 2yr goals.

- g. Coordinating Instructions.

- 1) All - Destroy the following myths:

- (a) MYTH - Additional 2yr sales cannibalizes 3 and 4 yr sales. FACT - 2 yr sales have remained constant while 3 and 4 yr sales have held steady or increased.
 - (b) MYTH - The 2 yr option is a poor investment for the Army. FACTS - The many smart soldiers who take the 2 yr program perform better in peacetime and in combat. They have lower attrition rates and fewer disciplinary problems. They have lower pay and pension costs.
 - (c) MYTH - Term of service is an option for guidance counselors only. FACT - It is a tool for all recruiters to penetrate the college bound market. Almost 70% of all 2 yr takers are TSC I or II who are attracted by money for college and the 2 yr option.
- 2) Army Reserve connection. 53 percent of our FY 84 enlistments would never consider the Army without the 2yr option. Two yr option takers add to mobilization readiness by having an 8 yr military service obligation (2 yrs active/6 yrs Ready Reserve) vs no years of service.
- 3) Hi-Grad recruiters maximize 2+2+2
- 4) Awards. Provide combat incentives in the form of 10 DCSPER bonus pts for each GSA I & II contract written by a recruiter during the operation. Recruiters exceeding 50 DCSPER pts will receive special recognition.
- 5) Ranking System: Battalions and Brigades will be ranked first on achievement of an increase over FY 85 2-year term write rate, and second on achievement of an increase over FY 85 TC I-II write rates.

4. Service Support.
 - a. RML ensures resources available.
 - b. P&A will:
 - 1) Maintain maximum foxhole recruiters MAR-MAY
 - 2) Stabilize recruiting force
 - (a) minimum operational transfers
 - (b) Where possible, delay 4 - 6 yr rule moves until after 1 Jun.
 - c. IM will provide systemic inspections to help determine reasons for trough by:
 - d. IG will provide systemic inspections to help determine reasons for trough by:
 - (1) LRLs
 - 2) Missioning process
 - 3) Summer propensity

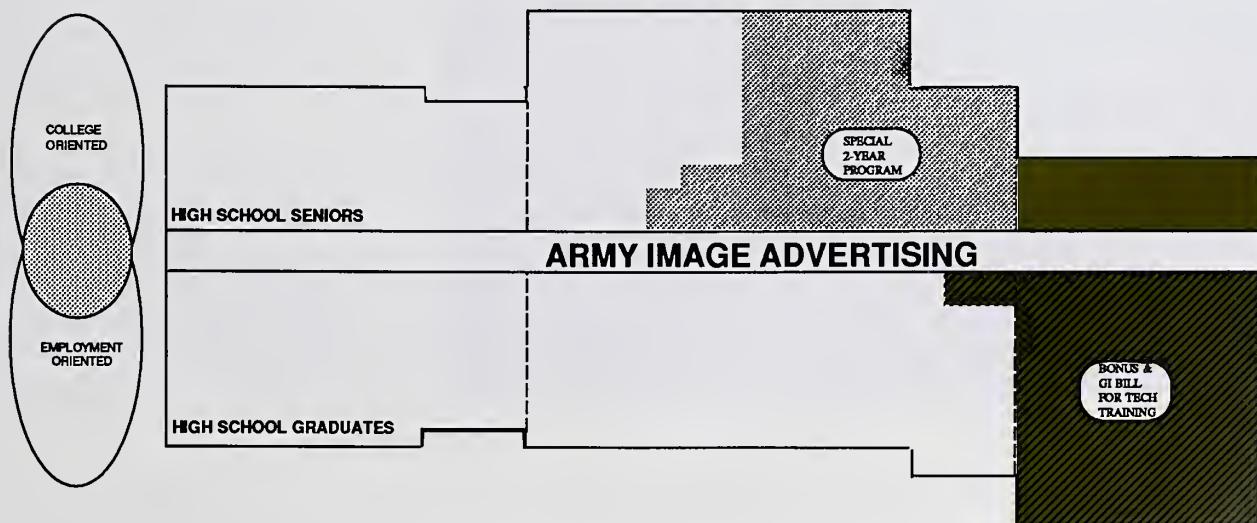
5. Command and Signal.

- a. Signal. — DRO will coordinate all signal.
 - 1) EMS - announce prep, 2 Dec
 - 2) REQUEST msg - as required
 - 3) Conference calls - Reinforce/receive reports.
 - 4) BAYCB (Be All you can be messages) - Announce prep 2 Dec, announce "B-Day" 25 Feb.
 - 5) Recruiter Journal - Articles in Jan, Feb, Mar, Jun. (see PAO above)
 - 6) Command info - Jan, announce operation.
- b. Command.
 - 1) TAC CP: Cmd Group will be throughout operational area during operation.
 - 2) Main CP: HQ, USAREC, Ft. Sheridan.
 - 3) Alternate CP: Enroute to Bde/Bn/Co/Sta HQ by C12 or commercial aircraft.

ALLEN K. ONO
Major General, USA
Commanding

ADVERTISING WEIGHT

TRANSITION				TRANSITION				TRANSITION				PHASE III		
SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG			



Kenneth Martin
State University of New York
Utica, N.Y.

GUIDANCE COUNSELOR SURVEY

*High school guidance
counselors talk about
how recruiters can
improve their dealings
with schools.*

In last month's *Recruiter Journal*, I discussed the major complaints high school guidance counselors have in dealing with military recruiters. This information was derived from the results of a nationwide survey of guidance counselors conducted in the Spring of 1985.

This follow-up article will briefly review those complaints, offer some suggestions on avoiding them, and then discuss some counselor suggestions for improving the relationships between recruiters and counselors.

Guidance counselors most often mention "over aggressive" recruiters as their greatest complaint in dealing with military representatives. This complaint must not be construed as a desire for recruiters to become less aggressive in doing their jobs. Instead, counselors would like some recruiters to be more sophisticated in their dealings with schools and to be careful to not step across certain boundaries. The fast-talking, slick, "never take no for an answer" attitude won't work with counselors. Recruiters who persist in this sort of behavior find counselors are less likely to cooperate with them later.

Counselors do not like recruiters who circumvent school policy. They find it particularly annoying to have outsiders break these rules. Recruiters must remember that all educators are intimately involved in the discipline systems of their schools. To have outsiders (including those in uniform) disregard those rules is an extremely troubling proposition. Avoid this offense by finding out the policies of each school and abiding by them.

Try not to harrass counselors with incessant phone calls and requests. It would be wise for you to let the counselor know that you are aware of the hectic schedule they have. Some empathy here would go a long way.

Ensure that you have plenty to do when you are in the high school. Don't sit around drinking coffee and discussing

last week's football game. Rather, show up there like the professional you are, greet the counselors, roll up your sleeves and get to work. When you are finished, be as precise as when you entered: offer a thank you, say goodbye, and leave the office in a timely manner. A no-nonsense, professional demeanor will go a long way, particularly in future calls.

Establish a relationship of trust and honesty between you, the counselors, and the students. Make sure that the counselors are thoroughly aware of your programs and the options associated with them. The more honest and open you are, the greater your likelihood for success. Make sure you inform the counselors of any new programs the Army offers as soon as it is offered.

The honest and open approach applies to students as well. Today's young people are quite alert and aware of what is going on. They, too, appreciate an honest and frank portrayal of what you have to offer. Remember that students will go back to their counselors and say, "That recruiter tells it like it is." Or, "The recruiter is trying to pull one over on me." The counselors are acutely aware of the feedback they receive from students.

One of the other results of the survey is that the guidance counselors recommended several specific ways to improve the recruiting systems. A few of the recommendations are perhaps not practical. However, many of these suggestions have merit.

A number of counselors suggested that recruiters could make better use of the ASVAB test. One wrote, "We use the ASVAB in conjunction with other tests. The military could do a better job of interpreting to the students their test results and their probable job position as indicated by these results."

There were many favorable remarks from counselors on the Army's Hometown Recruiter Aide Program. However, they do warn recruiters, to carefully watch the young soldiers who are sent to the school. New soldiers, who are recent graduates and who return to campus in uniform, should be held in esteem by the student body. As one guidance counselor re-

marked, "When the student has had a good reputation at our school, it has added interest in that service. When the student has not been respected by other students, it has not helped."

One counselor suggested that the service keep the school informed of the status of recent graduates. A brief report to the school after a few months or a year on a recent recruit might benefit the recruiting effort. Such things as MOS, duty station, schools attended and present rank could enhance the recruiter-counselor relationship.

Another counselor suggested that the services provide videotape presentations to schools because almost all schools now have VCR equipment. The tapes could talk about Army opportunities and careers and could aid recruiters immeasurably when they talk face-to-face with students.

Many counselors voiced concerns over the rapid turnover of recruiters. They felt by the time they finally got to know their recruiter he or she was transferred. It would be in the best interests of the Army to insure that each recruiter bring his or her replacement to a meeting with the counselor and try to reduce the problems associated with rapid turnover.

Certain counselors chided the recruiters for engaging in inter-service rivalry. The incisive words of one counselor were, "I feel that it greatly influenced the students to see them (all the branches) working together as a team, rather than to see them fighting over individuals to recruit for numbers and quotas."

When offering visits to installations, it was suggested that the counselor see servicemen both learning and applying new skills. They were not necessarily impressed by the "dog and pony shows" put on for their entertainment.

If one suggestion could be given to sum up those given by the recruiters, it would be a very obvious one. That is, recruiters need to conduct themselves as professionals. Which is not a bad rule to live by under any circumstances.

Mr. Kenneth Martin is a marketing instructor at State University of New York, College of Technology, Utica, N.Y.

Both students and counselors appreciate an honest portrayal of Army life.



Fort Knox

The Home of Armor has served as an Army post since 1918. In that time it has played an integral part in the training of active duty and Reserve members of the Army.

When most civilians think of Fort Knox they think of gold because it is the home of the U.S. government's gold vault.

But anyone who has ever visited the Kentucky post will remember it for only one thing — tanks.

Tanks are literally everywhere: two vintage tanks flank the sides of the road that leads to Fort Knox, more are found placed along the hillsides, or positioned inside traffic circles. You hear the low rumble of the M1A1 in the pre-dawn hours. You see them winding their way

through the wooded countryside as their crews practice their maneuvers. There's even a special high-pressure tank washing station to clean the dirt off the armored behemoths after a day in the field.

All those tanks are there because Fort Knox is the home of the Army's Armor Center whose mission it is to train soldiers for mounted combat, to develop weapons and tactics for their use and to establish doctrine. The Armor Center is a subordinate command of the Training and Doctrine Command.

Covering some 170 square miles, Fort Knox is the largest single stateside Army activity, the largest of all TRADOC installations in population, operating budget and missions, and the biggest industry in the state of Kentucky.

Located only 35 miles from Louisville and a few hours from the Great Smoky Mountains, the post's terrain provides a superior training ground for this important branch of the Army. The rolling hills, dense forests, lakes and streams provide tankers and cavalry scouts with





most of the challenges they would find on a real battlefield.

Both officer and enlisted soldiers report to the installation for their basic and advanced training. Incoming enlisted personnel attend a 14-week long one-station unit training course in preparation for their becoming armor crewmembers.

Fort Knox is also home to the second ROTC Region which conducts the Army's only ROTC Basic Camp. About 2,000 college students come to Fort Knox each summer to receive part of the training needed for their commissioning.

The Army's NCO Academy/Drill Sergeant School, also housed at the fort, provides training to qualified soldiers, furnishes administrative support to selected courses, and trains NCOs in the fundamentals of recruit handling in the initial entry training environment.

In addition to these important missions, Fort Knox provides other training to include the development of leadership skills and techniques in combat support and combat service support soldiers.

A totally self-contained community with a population of over 40,000, Fort Knox is the biggest single employer in Kentucky and has the largest independent school system in the continental United States.



Stress and Recruiting

*What factors create stress in your job?
Compare the pressures of recruiting
to other occupations.*

*Lt. Col. Bohdan Prehar
Minneapolis Recruiting Battalion*

"The recruiter has the most stressful job in the Army."

That's a statement we've all heard — many, many times. But is it true? Let's take a look.

Columbia University has just done a study on occupations, stress, and the frequency of heart attacks. Their researchers discovered that two characteristics had to exist together in the same job, if that job was to be classified correctly as stressful.

First, the individuals in a particular job must be limited in their own control over what they do. Second, these same individuals must be aware that a lot is expected of them.

Figure 1 shows that when the dominant factors are Control and Demand, the most stressful occupations are found in the second quadrant. In other words, low job control and high job demand created a stressful situation.

But in working with recruiters in our stress seminars, for example, I question

whether recruiting duty is as stressful as we've heard time and time again.

Recruiters themselves placed recruiting in the high control/high demand quadrant. That is a noticeably less stressful quadrant than the low control/high demand quadrant — which is the most stressful of all.

The recruiters feel that they control their time and what they do with it. The demand on recruiters, of course, will be high because of the rigid enlistment standards and because of the requirement to make mission.

In my opinion a most important thing to be noticed is this: The recruiter's control of his situation varies with his experience, his confidence, his production, and the Command Leadership Team style.

The more successful he is, the more control he is allowed to exercise. The more successful the recruiter, the less stressful the job!

A new recruiter is usually placed in the low control/high demand quadrant. As he becomes more proficient, he should be able to exercise more control — and stress should diminish. A TTE recruiter

should expect to progress to the high control/high demand area where life is noticeably less stressful.

You can see these trends easily in *Figure 2*. This figure also shows that the recruiter who is having difficulty making mission requires more attention. This leads to additional stress because control is taken away from that recruiter and additional requirements are made.

An extremely fortunate aspect of recruiting is that recruiters themselves view recruiting duty as being very prestigious.

In the Columbia University study model, recruiters placed their specialty in the very midst of management and professional occupations. Recruiting comes out so well because recruiters have the latitude to influence what they do in a challenging and personally-rewarding environment.

Fortunately, the Army recognizes and rewards this. The Army pays the highest possible proficiency pay. And the Army promotes recruiters ahead of others.

Recruiting duty is not easy. It's tough. Every day is indeed an ARTEP. But, hard work is not necessarily stressful work.

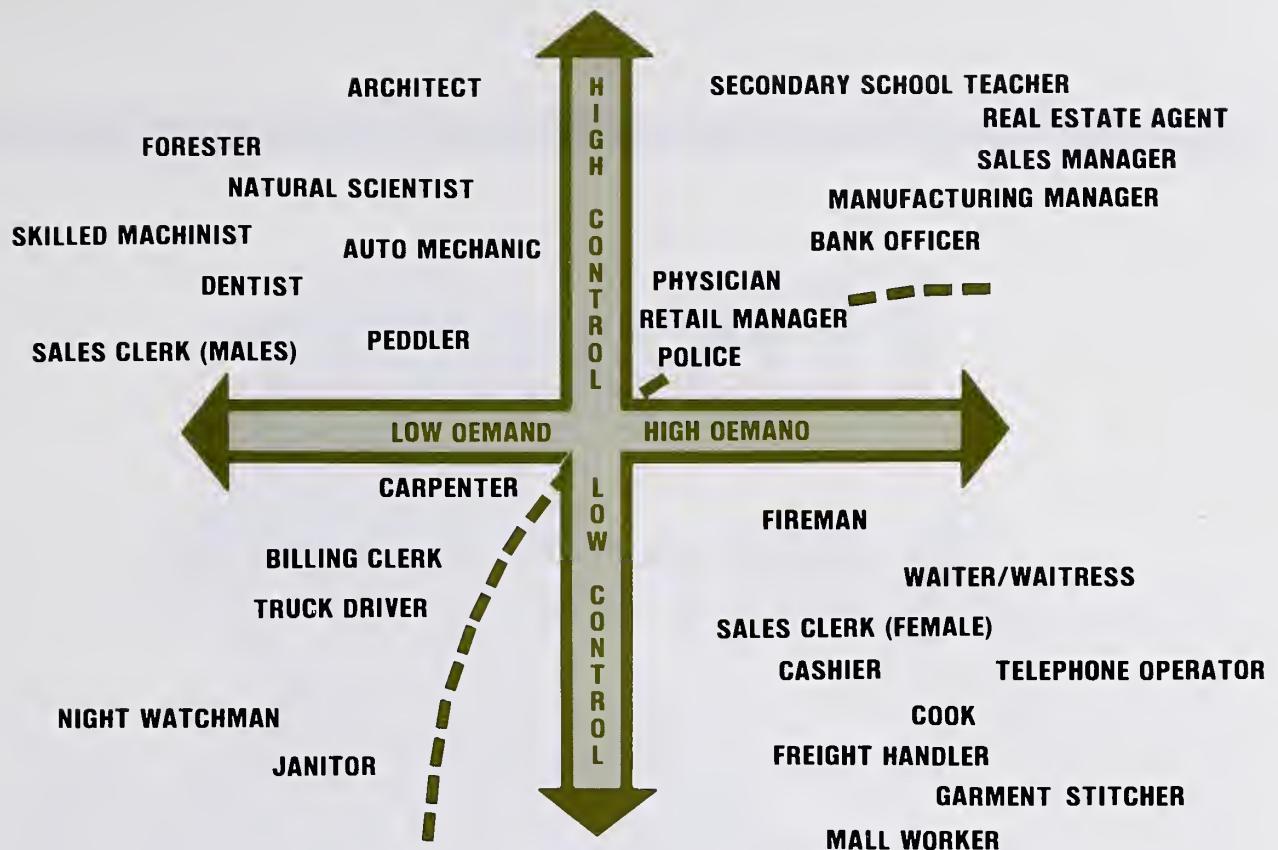


Figure 1

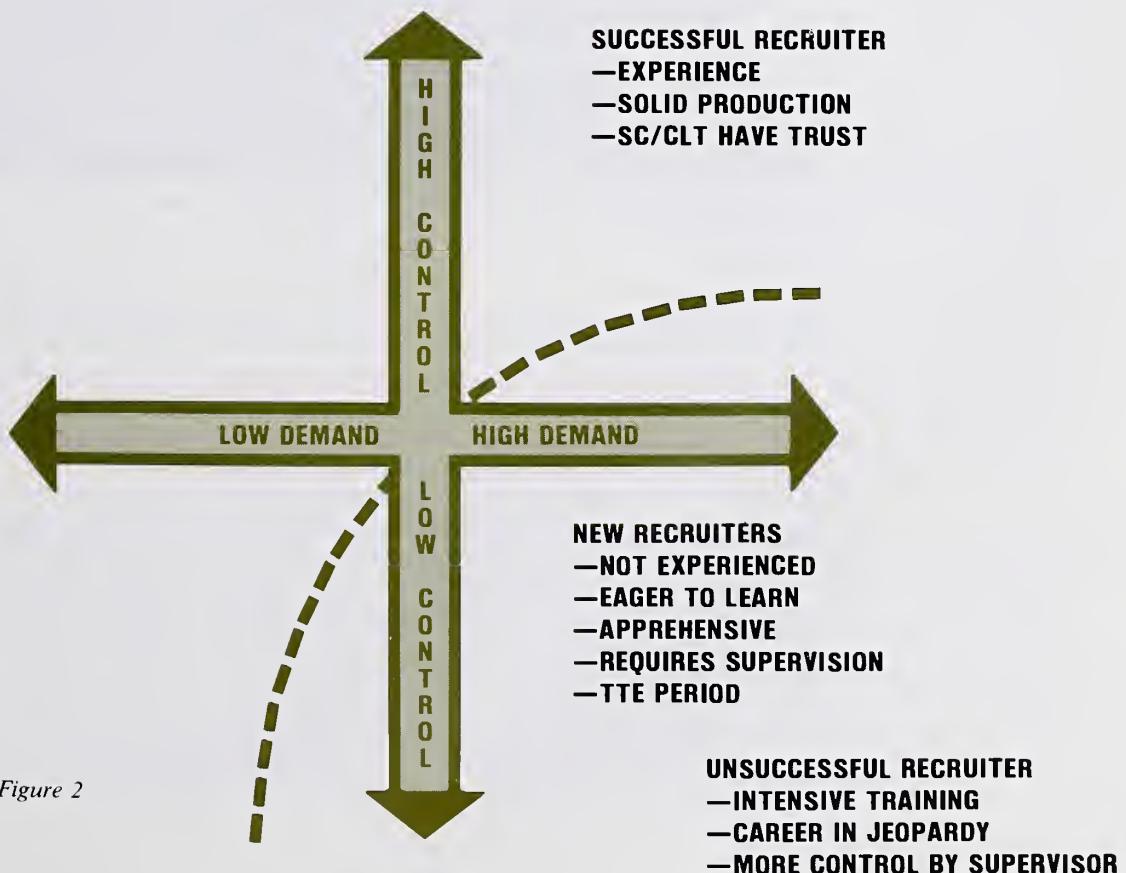


Figure 2

Hispanic Americans

*The pool of potential target
age enlistees continues to decline.
Understanding of some of the
cultural background of
America's fastest growing
minority group
can help you bridge the gap.*

Hardeo Sahai

Hispanic Americans — from the Revolutionary War to the present day conflicts — have sacrificed their lives in defending American sovereignty and freedom. Countless number of men and women of Spanish heritage have proudly served the American armed forces. Bernardo Galvez — the city of Galveston, Texas is named in his honor — commanded Spanish troops during the Revolutionary War and helped to trounce British forces in Florida. In August 1864, Admiral David G. Farragut led his fleet of 18 ships and attacked and captured New Orleans. In World War I, Nicholas Lucero, a 19-year old lad from the state of New Mexico, helped to destroy two German machine guns

and kept a constant fire on enemy positions for over three hours. The French awarded him one of the highest military honors — Croix de Guerre — for his heroic actions.

To date, 37 Hispanics have won the Medal of Honor — the nation's highest award — and will continue to garner this distinction because Hispanic Americans are steadfastly committed to the defense of the nation. There are currently about 30,000 Hispanic Americans in the Army and the number is expected to grow. Though this figure totals to only 3.8 percent of the total active force and is substantially below their proportion of the national population, which, according to 1980 census, was 6.4 percent of the U.S. population. Hispanics constitute the



largest single ethnic group in the Army. One of the reasons for underrepresentation of Hispanics in the Army as well as the other services, is the lack of adequate language skills and low educational achievements of many Hispanic youths. Lower educational scores also make them ineligible for many high technology jobs.

Though educational attainment of young Hispanics is improving rapidly, Hispanic Americans still lag behind other ethnic groups in terms of their educational achievements. For example, the U.S. Bureau of Census found that in 1983, 58 percent of young Hispanics were high school graduates and only 10 percent completed college. This figure compared to 88 percent of the non-Hispanic population which had high school di-

plomas and 25 percent which held college degrees.

Cultural differences and life style also serve as a major impediment in the decisions of many Hispanics to give serious consideration to a military career. For example, many Hispanics have intense family attachments and they desire to stay near home to fulfill their family responsibilities and obligations. This is in accord with the Hispanics being allocentric, that is, they pay more attention to the way one's own behavior affects others. Hispanics of high socioeconomic level and greater acculturation stand a much greater chance of a successful military career. However, it is precisely the same group that is more likely to go to

college or to seek a professional or business career.

It appears that, at present, there is no accurate and reliable system of counting Hispanic soldiers. Several attempts by the military to take a census of its ethnic population have met with frustrating disappointments. Currently, statistics on Hispanics are obtained through self-identification by soldiers. Studies indicate that many Hispanics, anticipating stereotypical animosity or prejudice, prefer not to report their ethnic origin. The use of Spanish surnames as a means of identifying Hispanics also presents some thorny problems. In some areas, Spanish surname recognition includes a high proportion of persons who do not meet other criteria, such as Latin-American birth or ancestry.

The word "Hispanic" is coined from "Hispania," the Latin name for the Iberian Peninsula — Spain and Portugal. However, the Census Bureau for the first time used the term "Hispanic" in its 1980 census to describe Mexican-American, Puerto Ricans, Cubans, and other Central and South Americans from countries colonized by Spanish settlers, variously described as being of Spanish origin. The term encompasses people of various racial/ethnic stocks like black, caucasian, white, native American and people of mixed racial descent.

An important common factor for Hispanics is their religion. Around 85 percent of Hispanics are estimated to adhere to the Roman Catholic faith. Though each of the Hispanic subgroups has its own unique cultural heritage, a common thread — the Spanish language — unites them all. It is the principal language spoken at home for over 15 million Hispanics in the United States.

Hispanic Americans



For many Hispanics, especially first generation, it is the only language known and used in everyday affairs.

The Hispanic subgroups vary in terms of income, education, place of residence, and other characteristics. Hispanics are also a very heterogeneous group, not only in terms of their socioeconomic characteristics, but their history in the United States and their rates of acculturation to the majority Anglo culture. While a common religion and language are shared

by most, the only common denominator shared by all Hispanics is that they trace their lineage to Spanish-speaking nations of Central and South America.

You have seen a Hispanic American being called a Mexican, Mexican American, Chicano, Puerto Rican, Cuban, Latino, Spanish. Before we go any further, it may be helpful to define some of these terms.

a. *Mexican*. A person who is a native of Mexico is aptly called a "Mexican." Many Americans of Mexican ancestry prefer the title and liberally use it to address themselves. However, the term "Mexican" is occasionally used by Anglos as a derogatory term. Sometimes it is even corrupted to "Meskin", which is grossly denigrating.

b. *Mexican American*. This term is widely used and considered more appropriate to designate an American of Mexican extraction. It was first adopted after 1848 when Mexico ceded to the United States the territory which is now Texas, New Mexico, Arizona, California, Nevada, Utah, and part of Colorado.

c. *Chicano*. Etymologically "Chicano" is a term coined by corrupting the pronunciation of "Mexicano" (in Spanish the "X" assumes a velar sound like the German "ach") to "Mechicano" and was used initially as a derogatory remark by middle- and upper-class Mexican-Americans to describe the uncouth lower class behavior. The term has gained much currency, although when first used it did not enjoy popular acceptance. As used today, the term connotes a positive identity that acknowledges the Spanish, Indian, Mexican, and American heritage of the individual.

d. *Puerto Rican*. The term is used to designate a Hispanic-American who has emigrated from Puerto Rico or was born in the United States of Puerto Rican lineage. Puerto Ricans are U.S. citizens at birth and thus are not subject to immigration restrictions from Puerto Rico to the mainland or vice versa. In his native speech, a Puerto Rican calls himself Puerto Riqueon or Boricua.

e. *Cuban*. This term is used to describe a Hispanic-American who has emigrated from Cuba or was born in the United States of Cuban ancestry. Cubans assumed numerical importance as an ethnic group in the United States after the 1959 Cuban Revolution.

f. *Latino*. The term is widely employed in the American Southwest, and is becoming more and more popular outside of that region. However, this term usually indicates a secondary designation. A Puerto Rican, for example, will identify himself as a Puerto Rican and a Colombian primarily as a Colombian; however, both will identify themselves as Latinos. In this manner, they affirm the common origin of their respective cultures, binding those persons who share a common cultural, racial, or historical background and experience.

g. *Other Hispanics*. The term is used to

refer to people from other Spanish-speaking countries of Latin America. The other Hispanics have had the largest gain in immigration — from 16 different countries over the 30-year interval spanning 1950-1979. The largest contingents have come from the Dominican Republic, Argentina, and Ecuador, and in recent years, because of political turmoil, from Nicaragua and El Salvador. Not included among Hispanics are immigrants from non-Spanish language Latin-American countries such as French-speaking Haitians, and Portuguese-speaking Brazilians.

h. *Spanish*. A person who is a native of Spain, quite appropriately, is called Spanish. Many people who are not Spanish citizens but trace their direct roots to Spain, also call themselves Spanish. The term implies that there has been no intermingling with other racial/ethnic groups. In the Southwest, there are many people who affirm that they are Spanish.

The Hispanic community has been a valuable source of manpower for the Army and is becoming increasingly important during these days of the shrinking pool of traditional Army enlistees. Hispanics today constitute the second largest U.S. minority after blacks (6.4 percent in 1980) and are the fastest growing segment of the U.S. population. The 1980 census counted 14.6 million persons of Spanish origin in the United States. It is estimated that there are approximately 8 million illegal immigrants and 2 million commuters. From 1970 to 1980, the U.S. Hispanic population grew 65 percent, from approximately 9 million. Should this rate of growth continue, the U.S. Hispanic population will reach 20 million by 1986, 25 million by late 1990, 41 million by the year 2000 and 47 million by the year 2020, displacing blacks as the country's largest minority. Though primarily concentrated in a few states, Hispanics are found throughout the United States: Mexican-Americans are now beginning to move from their traditional base in the Southwest, Puerto Ricans are mainly centered in New York and New Jersey, and Cubans are headquartered in Florida, primarily in the

greater Miami area.

The U.S. soldier population is expected to change over the next 5-15 years. For example, according to the 1980 census, 21.9 percent of the 15-24-year-olds in the United States are Hispanics and the number is expected to rise. Projections indicate that immigration will continue to exceed one million per year by the year 2000. The majority of the immigrants will be young and from Spanish-speaking countries. Moreover, birth rates among Hispanics are 75 percent higher than among other minorities. It is estimated that over the next 5-15 years, approximately 20-30 percent of the Army target age population will be of Hispanic origin. Needless to say, pessimistic employment prospects for these young people will cause them to seek jobs in the military service.

We have seen that Hispanic population is young, diverse, dynamic, and fast growing, while the non-Hispanic U.S. population is older and shrinking. Thus, Hispanics provide a potential source of ready manpower for the next two decades and thereafter. Hispanic Americans tend to exhibit distinct behavioral, cultural, linguistic, and other social characteristics from the general population. Thus, Army training, manpower, and personnel specialists should be cognizant that any increase in Hispanic accessions would inevitably bring forth a number of linguistic, cultural, and social differences. These differences must be understood and appropriate measures taken to seek their accommodation in the normal day-to-day routine of Hispanic recruits. For example, many Hispanics are extremely patriotic, hard working, and able to cope extremely well with authority. They are "allocentric" and often come from closely knit religious families. These traits should be taken into consideration and often can be used to the Army's advantage. Further, Hispanic youths display high interest in training and education which can be capitalized by Army job trainers.

Hardeo Sahai is a former ORSA analyst at the U.S. Army Recruiting Command, Fort Sheridan, Illinois.

The Hispanic population is young, diverse, dynamic and fast-growing while the non-Hispanic population is older and shrinking.

Advertising & recruiting

ONE WON'T WORK

*Colonel Donald F. Borden
Director, Advertising & Sales Promotion*

Advertising and recruiting must always be hand and glove activities. One uses the mass media, the other uses the jaw bone. But both tell young people things about Army service that encourages them to enlist.

Just how closely they are connected will be more apparent this year than ever before, because the FY86 advertising

program has been explicitly designed for close and direct support of the recruiting mission. Even to the extent of having its own mission box. (*Figure 1*)

Let's start with that.

Recruiters may ask what kind of a mission has no numbers in it. They may also wonder why the advertising task appears to be so limited, with no TSC IIIB and IV missions. It has been done that way to make the best use of advertising.

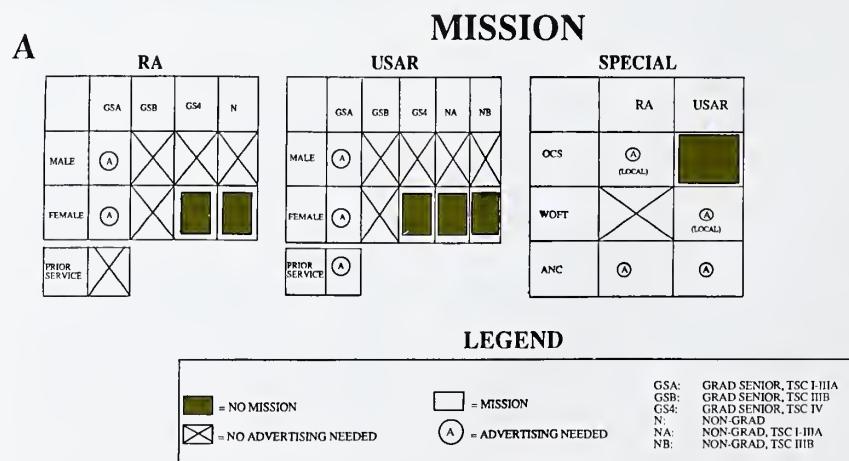


Figure 1

WITHOUT THE OTHER

First, there are no numbers because advertising is in direct support of the recruiter's mission box. It helps recruiters put people in the Army, but our measures of that contribution are simply not precise enough to be stated in numerical terms. Why no IIIB and IV missions? Because advertising, must support the main attack and make it easier for recruiters to achieve the most difficult missions — the I-IIIA mission, better seniors and grads.

Put another way, we design our advertising to give recruiters help where they need it most, with the highly qualified seniors and grads who are reluctant to seriously consider Army service. How these young people feel about Army service is revealed to us by the way they answer questions on the annual Youth Attitude Tracking Study (YATS) and other surveys. (*Figure 2*)

In a nutshell, our study of these high quality potential enlistees has yielded few

surprises, but some powerful insights. The first is that there is no sense wasting your breath (and ad dollars) trying to appeal to everybody. Some have interests and attitudes which make them unlikely prospects. A much smaller number are already pre-sold and need only a little reinforcement in their preferences.

The second is that the greatest potential lies in a large group of young people who have taken to heart what their parents, teachers and counselors have been telling them about life goals. They want to get ahead, and fully understand that that depends on finding the right niche in the world of work. Not a "job" but an occupation or profession.

For many, Army service seems to be a detour from that quest. They will pay attention to what we have to offer only if we can show the Army to be, rather, a stepping stone to their future aspirations.

AUDIENCE SEGMENTATION AND MARKET TARGETTING

This group of high quality prospects is not homogeneous. It could be subdivided any number of ways, but for purposes of interesting its members in Army enlistment, falls naturally into two categories: those headed directly into the workforce and those whose occupational aspirations first require a college degree.

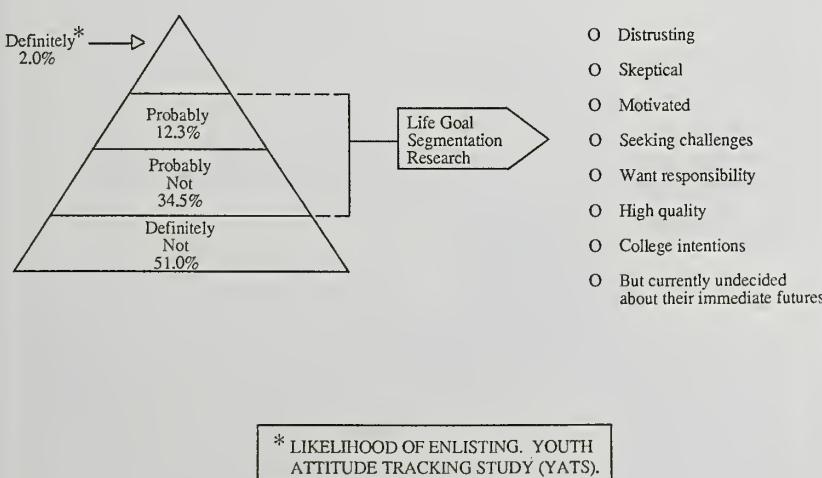


Figure 2

Advertising & Recruiting

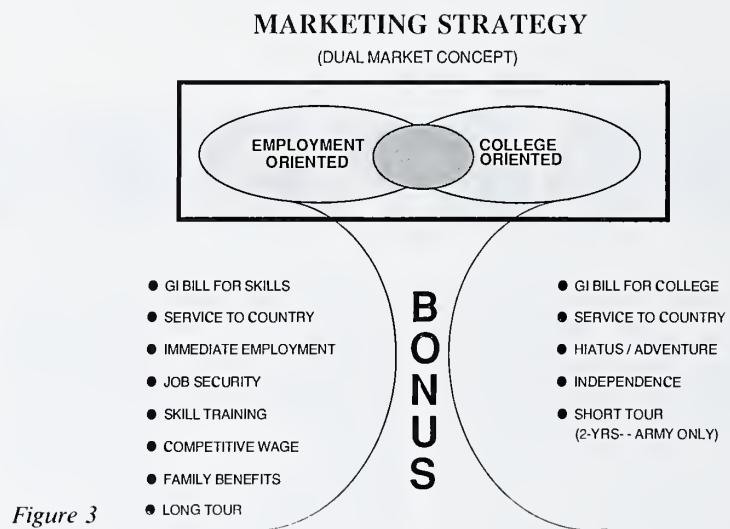


Figure 3

The college bound and the employment oriented obviously have different needs and timetables. The Army has something to offer each. In some cases, similar benefits will be used in a different way to match each group's different circumstances. See the "Dual Market" diagram at figure 3.

But let's get back to the mission box. Recruiters are not missioned to specifically recruit college bound or employment oriented people. But they must meet specific requirements by recruiting high school seniors and high school graduates. And they need help in doing those two specific jobs.

A seeming dilemma, but not really, because of what we have learned about the goals and aspirations of high school students. A high proportion plan to go to college, or are being encouraged to do so by parents, teachers or counselors. By contrast, the older, more experienced grads tend to be more concerned with practical aspects of employment. There-

fore, we can use the dual market concept as an organizing principle for focusing advertising against seniors versus grads.

How this is being done during FY86 is suggested by the copy point schedule at figure 4. With some exceptions, such as direct mail and high school or college publications, the mass media we use to communicate with young people do not separately reach seniors or grads. Targeting of these market segments with advertising is really a matter of putting more or less information on the air that is directly of interest to one or the other.

Our inventory of ads and commercial announcements contains some that feature college oriented appeals, some that speak to employment related opportunities, and some that dwell less on specific benefits than on the worthiness and general worth of Army service. The mix of ads, and emphasis being directed against each audience at any given time, is determined by the size, composition, and level of difficulty of the recruiter's mission box.

THE PLAN

This way of looking at audiences and market has enabled us to put together a plan for FY86 that ties in advertising very specifically with the needs of recruiters in meeting their specific SMA and GMA missions during the year. The diagram at figure 5 shows we devoted similar weight to GSA and GMA markets during Phase I, are putting greater emphasis against SMAs in Phase II and will reverse the proportions with the greatest emphasis against GMA in Phase III.

This weighting follows in large part the opportunities presented by the market. The winter and spring months are decision time for high school seniors, when college prospects and costs are "top of mind". Late spring and summer is a time of anxiety and searching for those new grads not going to college, for college stopouts and for the underemployed.

To give some extra punch to our efforts to separately address the two markets, we are mounting special promotions in Phases II and III. The first will speak to college-bound youngsters and their parents who we have already interested in seeking help from the Army for their college education. Our goal is to emphasize that they need spend no more than two years in the Army before resuming college plans. In phase III, we will use youth-oriented media and local promotional activities to emphasize the more tangible and immediate benefits of Army service.

These promotions, by the way, do not involve advertising only. All of USAREC's marketing resources, including the jaw-bone, are involved.

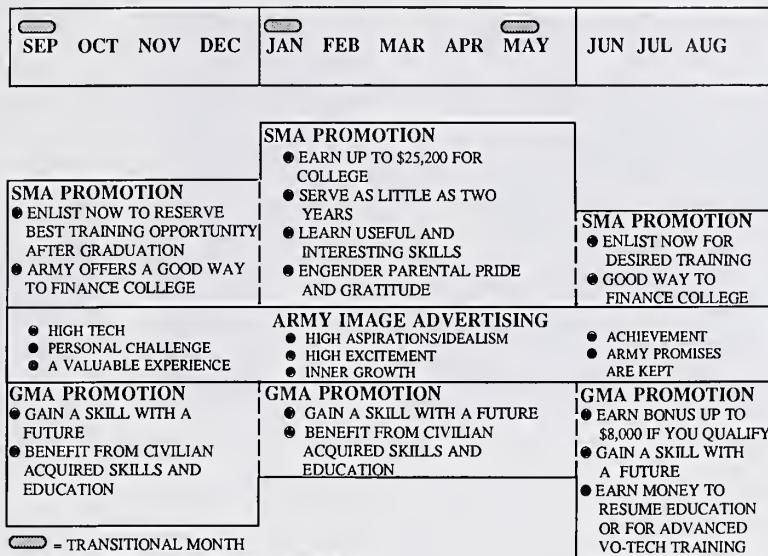


Figure 4

THE PAYOFF

This concept of operation is simple, based on a good mix of objective market research and operational experience and totally actionable. It gives advertising a clearer than ever role in the accession process and makes its role as a prime helpmate to the recruiter more explicit and clear.

Put another way, advertising will make box — if you do.

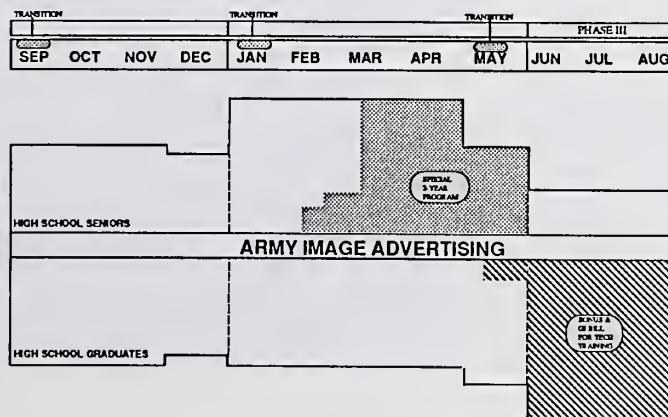


Figure 5



Day started early; ended with many a bang!

Twenty-five high school students from the Raleigh-Durham area were up before "the dawn's early light" to go to Fort Bragg's annual Capabilities Exercise.

The students and recruiters dozed during the ride on the bus USARB Raleigh had borrowed from the North Carolina National Guard. Arriving at Fort Bragg at 7:30 a.m., they drove past masses of people boarding buses provided by Fort Bragg for the event, and went on to the VIP area, where an escort officer awaited them.

The group was then off to Sicily Drop Zone, where they observed a jump and tactical landing by a C-130 aircraft and listened to music by the 82d Airborne Division chorus while the other 5,000 observers arrived.

When the show officially began, the audience was treated to such sights as a bulldozer being parachute-extracted from a C-130 at low altitude and sliding to a stop right before them; demonstrations of the containerized delivery system; heavy drops of jeeps, gamma goats and howitzers; and a mass-tactical personnel drop from six Air Force C-141 jet aircraft.

Following that display of Army capabilities, the students, now fully awake, went back to the bus for the short trip to the observation point for the firepower demonstration. After finding their reserved seats, they scattered to investigate the displays of equipment, weapons and aircraft before the demonstration began.

A platoon of paratroopers emerged from behind a smoke screen, charging up the hill toward the spectators, weapons at the ready. So began another action-packed hour.

Paratroopers from the 82d Airborne Division and the XVIII Airborne Corps Artillery fired live rounds from various weapons systems in their inventories. Among those demonstrated were the M-16 rifle, M-60 machine gun, M-47 Dragon, M-203 grenade launcher, the light anti-tank weapon (LAW), anti-tank missiles, 81mm and 106mm mortars and various air defense missile systems.

Air Force C-130 and C-141 transport aircraft and the Army AH-1 Cobra, UH-1H Huey and UH-60 Blackhawk helicopters also demonstrated their capabilities and functions in a wartime situation.

With eyes wide and hands over their ears, the students witnessed "the rockets red glare, the bombs bursting in air," although the weapons they saw and heard were considerably more technical and proficient than those that inspired Francis Scott Key.

When the last roar had died down and the dust on the distant ridges had begun to settle, the targets having been pretty well obliterated, the tired but fired-up prospects returned to their bus for the ride back to Raleigh and Durham.

Story and photo by Pamela Johns, Raleigh Recruiting Battalion



New SFC gets all the help he needs

Robbie Robinson, 29, guidance counselor the Salt Lake City Battalion, is promoted to the rank of Sergeant First Class by Maj. Gen. Allen K. Ono, commanding general of the U.S. Army Recruiting Command. General Ono is assisted in pinning on the stripes by Robbie's wife, the former Jackie Jones. The ceremony took place when the general was in Boise, Idaho to address the civilian aides to the Secretary of the Army from the Western states.

Ray Graham, Salt Lake City Recruiting Battalion



Reserve Coeds Recruit up a Storm

Two U.S. Army Reserve officers from the 305th Public Affairs Detachment, Honolulu, had a busman's holiday at the University of Hawaii this last summer.

2nd Lt. Maureen Suzuki and 2nd Lt. Susan Agbayani, both students at the Manoa campus of the university during the fall and spring, spent the summer right back on campus. They assisted Army Reserve recruiter SFC Thomas White in recruiting summer school students for the Simultaneous Membership Program

2LT Maureen Suzuki, ROTC Cadet Teresa Grow, 2LT Susan Agbayani and ROTC Cadet George Murakami.



(SMP) and Army Reserve enlisted program.

The two lieutenants, temporarily assigned to the Kaimuki Recruiting Station, work as a team. They take turns talking about SMP and other options.

White does the followup of the students who have expressed an interest in joining the Reserve. "Contract accessions have jumped at UH," White said. "I had the idea of USAR officer recruiting assistance prior to the All Pacific Platoon in June," he added, "and when I saw Lieutenants Suzuki and Agbayani taking photographs at that ceremony, and explained the scheme to them, the concept became a reality."

The reality has about doubled White's work week. He spends an average of 80 hours a week keeping appointments, mostly after summer-school hours and on weekends. "That's a heavy workload," White said, "but it is definitely worth it."

Captain Michael A. Ferrill, reserve operations officer for the Honolulu Battalion, said the new recruiting program is really paying off.

"This is the first successful penetration of the Manoa campus for Reserve enlistment," Ferrill said. "This was a big gamble for the battalion, but it has paid off in a big way. We anticipate 17 contracts at the Manoa campus by the end of the summer just from this program alone."

Ferrill said the recruiter assistance concept has helped in ways other than current contracts. "It has increased Army exposure on campus," he said. "It has opened new doors for the recruiter, and the campus ROTC has asked that a recruiter be assigned to the University of Hawaii on a permanent basis. That is certainly a plus."

Peggy Sowers, Honolulu Recruiting Battalion, Photo by Dick Montgomery



When the soccer clinic was over, recruiters gave each person who attended a presentation item to take with him.

Sgt. Dan Hardoby, staff photographer for the *Recruiter Journal*, has won a first place award in the FY 85 FORSCOM Photo Contest. His untitled photo (below) of the Colorado state capitol dome took the top honors in the "Scenic" category. This was the first contest Hardoby entered. In addition to winning a \$200 savings bond, Hardoby's photo will automatically be entered into the DOD Photo Contest to be held later this year. Hardoby, whose primary MOS is 83F, Offset Pressman, earned his secondary MOS in photography during the past year. He attended Lowrey Air Force Base's photography school where he was the Army's top graduate in his class.



731 soccer players attend Minnesota clinic

More than 731 soccer players and 102 coaches from 42 high schools braved cool fall weather to participate in an Army-sponsored clinic at a Twin Cities high school.

The 22 clinicians headed by Walt Chyzowich, former U.S. Olympic National Team coach, kept the participants literally "on their toes" throughout the day.

Assisting Maj. Gerald Kemp, USAREC soccer clinic action officer, were members of the Minneapolis Recruiting Battalion staff, company commanders and selected recruiters from the Minneapolis and St. Paul companies.

Although the weather was cool it did not inhibit the enthusiasm and eager participation by those attending the clinic. What made the event particularly satisfying was the fact that 11 of the 42 high schools represented at the clinic were classified as hard-to-penetrate or high-priority schools.

Tom Kennedy, Minneapolis Recruiting Battalion



SSgt. does color for Army-sponsored games

SSgt. Gary Campbell (foreground above), recruiter for the Midvale Recruiting Station of the Salt Lake City Battalion, waits for his on-air cue to announce color for a high school football game. Play-by-play announcer Bob Ellis (background) checks scores of other local high school games.

The games are being sponsored by the U.S. Army Recruiting Command for the Army Reserve, according to Bill Morris, public affairs officer of the battalion. Campbell plans to broadcast the games for the entire football season, including the play-offs.

Ray Graham, Salt Lake City Recg. Bn.

Army family clowns around Europe

The San Antonio Recruiting Battalion welcomed its first authentic clown recently, when Admin/Log's new PSNCO reported for duty. SFC Ernest C. Liverman Jr., whose professional clown name is "Why Not," became interested in the clown profession while stationed in Mannheim, West Germany, when he learned his 4-year-old daughter Debra was seriously ill with a bone disease.

Liverman and his wife, Jacqueline, joined a clown group in Mannheim devoted to entertaining young children stricken with serious and fatal diseases.

"We became Europe's first Clown Alley in the World Clown Association," said Liverman. The group soon swelled to 12 members who began performing in a succession of German-American festivals, at hospitals and in the Special Olympics in the Mannheim/Heidelberg area.

Jacqueline Liverman, who adopted the clown name "I Don't Know," made their costumes. The materials she used were purchased in the PX and from local German supply stores that specialized in wigs for Faschung season. "The costumes took her about a week apiece to make," said Liverman. "The make-up came from the States."



The Liverman family (above) clowned around Europe during their last tour in Mannheim, West Germany. Pictured from left are SFC Ernest Liverman, daughter Debra, wife Jacqueline, and son Bryan dressed up for a show. At right, SFC Liverman, PSNCO at the San Antonio recruiting battalion, is shown removing his clown make-up.

The make-up they use is standard theatrical grease paint from a supply house in Jacksonville, Fla. "It comes primarily in red, black and white, but in some cases the clowns use blue and purple," he stated, "depending on their costume requirements." Liverman reported it takes him longer to put on his make-up than the average woman. "It takes me at least an hour," he added.

"The children are in the act now," said Liverman, "and they've adopted clown names too. Debra is 13 now, and she is called 'Who Knows'; Bryan, 9, is called 'Beats Me'."

According to Liverman, the family's clown routine is a play off the old "Who's on First" comedy routine made famous by Lou Costello and Bud Abbott. The routine takes the four family members and a "straight man" he said.

Liverman is a Shriner and performed with the Shriners in Germany. He stated he hopes to continue his "clowning around" with the local Shrine Temple in San Antonio, when they perform their now famous routines in support of charity and local children's hospitals.

Story by Pat Davis; photo by Carla Davison, San Antonio Recruiting Battalion.





Diagnostic Test

FEBRUARY 1986

Inquiries regarding the Diagnostic Test questions and answers may be addressed to USAREC Recruiting Operations Training, Attn: SFC Ernest Watkins or Phone: Autovon 459-5440. Or commercial (312) 926-5440.

1. Recruiters will provide each DEP/DTP member with a minimum of _____ copies of USAREC FM 512 (Regular Army and Reserve Components Referral Sheet).
 - a. Four
 - b. Three
 - c. Two
 - d. One
2. House calls are considered to be a part of area canvassing.
 - a. True
 - b. False
3. When planning and preparing for a school presentation, the _____ of the audience will often dictate the topic of the presentation and response technique to be employed.
 - a. Relationship
 - b. Size
 - c. Gender
 - d. Location
4. In addition to informing an audience about the Army, a presentation should:
 - a. Stimulate interest
 - b. Handle objections
 - c. Arouse curiosity
 - d. a & c
5. Area canvassing is a method of lead generation that provides recruiters the opportunity to come in direct face-to-face contact with the express purpose of:
 - a. Conducting sales interviews
 - b. Obtaining appointments that may result in enlistment
 - c. Contacting leads that are unable to be contacted any other way
 - d. All of the above
6. Only the Company Leadership Team or higher headquarters can request TAIR events.
 - a. True
 - b. False
7. What time frame is recommended for DEP/DTP functions in order to take advantage of the potential for referrals from the large DEP/DTP pools?
 - a. April thru June
 - b. April thru September
 - c. January thru April
 - d. September thru April
8. How often are Individual Ready Reserve (IRR) density resource listings provided to each recruiting Battalion?
 - a. Monthly
 - b. Quarterly
 - c. Each calendar year
 - d. Each fiscal year
9. USAREC FM 200-2E (USAR Unit Referral Prospect Card) will be processed in a manner similar to REACT leads. These leads must be posted to the LRL.
 - a. True
 - b. False
10. DEP/DTP are recorded on what form?
 - a. 200-A
 - b. 200-2A
 - c. 200-B
 - d. 200-2E
11. What leads are not recorded onto the LRL?
 - a. COI/VIP leads
 - b. REACT leads
 - c. DEP/DTP leads
 - d. None of the above
12. A stop out list is:
 - a. A roster of students' names, addresses, and/or phone numbers by grade level
 - b. A roster of names, addresses, and/or phone numbers of students who have withdrawn from or leave college prior to completion of graduation and/or degree requirements
 - c. A roster that contains names, addresses, and/or phone numbers of students enrolled (full or part time) at community and junior colleges, technical schools, and 4-year colleges and universities
 - d. None of the above
13. Which of the following is not part of an effective student ASVAB testing program?
 - a. Emphasize the testing of seniors and juniors prior to 28 February
 - b. Report to the R/S Commander those schools that will not administer the ASVAB providing sufficient information to support chain-of-command assistance in the scheduling effort
 - c. Accomplish pre-student ASVAB presentations (or advance work/advertising) to increase student ASVAB participation
 - d. Maximum efforts will be made to schedule the student ASVAB in priority 1 and 2 schools
14. How should the Hometown Recruiter Aide assist the recruiter with lead generation?
 - a. Take applicants to the MET site
 - b. Go to the various police departments to obtain 369's
 - c. Develop leads (setting up appointments and presentations)
 - d. All of the above
15. Which of the following is a source of obtaining college stop-out lists?
 - a. Director of Student Housing
 - b. Director of Student Affairs
 - c. Financial Aid Officer
 - d. All of the above
 - e. None of the above

(continued on page 31)



Training Tips

Inquiries regarding Training Tips may be addressed to HQ USAREC, Training and Standards Directorate, ATTN: SFC John Dautuell, or phone AUTOVON 459-2772, COMMERCIAL (312) 926-2772.

In order to be successful, recruiters and salespeople in general, must rely on a steady flow of new leads to contact and sell their product. This process of developing leads and lead sources (lead generation) is the subject we will address this month.

The task of lead generation is quite often undertaken only when necessary, i.e., when we need a new school list. The school list is without a doubt, our most valuable asset. It's our largest single source of SMA and GMA leads and very simply provides us with the quality leads needed to be successful recruiters. Unfortunately, it's a single source and it's not infinite (have you noticed how it keeps getting shorter?). We need to be constantly looking for new sources of quality leads.

You must see enough prospects to provide the enlistments required by your mission box to be successful. More leads mean more contacts, more contacts mean more applicants, and eventually more sales. Lead generation activities must be performed throughout your entire market in order to support the various mission requirements needed to field the Army of the 80s.

Lead generation activities can't be haphazard. They have to be planned and must be worked daily. Seeking out new

leads is a never-ending process.

Work your DEPs for referrals, keep them aware of new programs and above all, stay in touch. Recruiter aides must be used to your benefit - don't regard them as errand boys, but as a vital means of contacting and producing leads for you.

Stay in contact with COIs and VIPs in the community. Keep them informed about past referrals so that they are eager to give you more!

Local media can be a great way to promote exposure for you, your station, and the Army. Newspapers and radio stations are always looking for information about their community and its people. Information about DEPs/DTPs, DEP/DTP functions, visiting VIPs, TAIR events, etc., are news. And best of all, it's free advertising.

Much of this can be accomplished while area canvassing. By simply incorporating DEP/DTP contact, COI/VIP visits, and visits with local newspaper, TV/radio representatives into your canvassing activities, you perform the needed quest for new leads and, at the same time, maximize your visibility within your community.

All this, combined with your school program, will give you the steady flow of leads you need for successful mission accomplishment.

New leads are your bread and butter and they can spell the difference between success and failure in the business of recruiting.

Developing leads requires imagination and initiative. Try these sources to see what kind of results you get:

1. Vendors, such as school picture and ring sales people can provide names, phone numbers, and addresses.

2. Youth clubs and organizations, like the Boy Scouts, Explorers, Civil Air Patrol, and DeMolay, are lucrative lead sources.

3. PTA, booster club, and student organizations can be an excellent source of leads and give needed visibility in your school and community. Let's not forget that the best COIs you can develop are parents and friends of those making up your market.

4. You, of course, have standbys that require additional effort on your part — phonebooks, yearbooks, and news releases.

The lead generation process begins with you. Never stop looking and listening. And above all, never stop talking and explaining your product - the Army.

So, make your plan, stick with it, and work it daily. Adherence to your lead generation plan will produce the results you are seeking - more quality leads, and eventually, more enlistments.

Diagnostic Test *(continued from page 30)*

16. What form will be utilized by the recruiter to give USAR referral credit?
 - a. USAREC Fm 461
 - b. USAREC Fm 512
 - c. USAREC Fm 542
 - d. USAREC Fm 646
17. How should the name of a stop-out list be maintained?
 - a. No formal way of maintaining the list is necessary
 - b. On an LRL labeled "College Stop-out List"
 - c. In a school folder
 - d. None of the above
18. USAREC Form 200-4 will be used for what type of referral?
 - a. USAR unit referral
 - b. ROTC referral
19. Actions taken to obtain name, address, and/or telephone number of individuals with whom an appointment for a sales presentation may be made are classified as:
 - a. Prospecting activities
 - b. Blueprinting activities
 - c. Lead generation activities
 - d. Lead refinement activities
20. Upon receipt of a DEP/DTP referral, the recruiter will:
 - a. Initiate a USAREC Form 200-B
 - b. Annotate USAREC Form 200-B
 - c. Contact the referral immediately
 - d. Both b & c

(answers on page 6)

Slide/Talk Kits

*No time, talent or materials
to put together a high-quality
school presentation?*

*No problem. The RSC has
done all the work for you.*



A topic for every occasion. By August 1986 there will be more than 20 slide and talk kits on a variety of subjects available to the recruiter for use in schools and as a tool for keeping DEPpers' interest alive and informed.

*George L. Staten
Recruiting Support Command*

With attention to both function and package design, the slide and talk kits produced by the Recruiting Support Command have become high-visibility shelf items in recruiting battalions and companies.

They are a far cry from earlier productions: blue and gray boxes containing 40 to 80 slides and a folded script that, after a single showing, disappeared into the recesses of desks or cabinets.

To get these kits off the shelves and into projectors, a new item was added to each kit — a sound tape. "This step eliminates the need for a recruiter to take valuable time rehearsing his presentation several times before delivery," says Col. Mark L. Dembinski, RSC commander. These new tapes have professional voices, music, and sound effects.

There are two kinds of slide and talk kits. There are those intended for prospect



audiences, and those for Delayed Entry Program personnel. These latter kits are easily distinguished on the shelf because of their light green spine and cover and DEP logo.

Topics for prospects are selected by a USAREC committee composed of members from each brigade. There are hard-sell Army topics such as *US Army Rangers* and *Someone Special — Army Nurse*. There are also curriculum-oriented shows with a softer sell that have proved useful in getting into schools that require academic content in outsiders' presentations. Such shows include *Language: Ours & Theirs* and *Our Federal Government*.

The basic slide and talk kit is contained in a vinyl binder which holds 60 to 80 slides, an accompanying script, taped narration, and instructions for use. Some kits also have a reproducible poster, background notes to assist the presenter in answering viewers' questions, and a user questionnaire to be returned to RSC.

A survey conducted last year indicated that the slide and talk kits are very popular with those who have used them. "The aim is to get more people to use them," Dembinski says.

The DEP shows are an RSC initiative designed to give recruiters an effective tool to keep DEP interest alive. The shows help provide DEPpers a sense of identification with the Army by preparing them for basic training and a successful Army tour.

The first of 10 DEP shows to be released to the field was "Battles and Leaders" which was shipped in the late spring of 1985. Informal reaction to this show, as well as the shows that followed it, has been very good.

The RSC does not stock slide and talk kits. Each production run is sent to the field. The distribution calls for two kits to be sent to each brigade Advertising and Sales Promotion office, two kits to each battalion A&SP office along with sufficient kits for the battalion to supply one kit to each company.

"Production schedules for these shows," Shannon Jones, chief of the RSC's Contract Surveillance Division, explained, "are so tight that no replacement or additional kits can be produced unless there is a programmed and consolidated requirement." If an organization does not have a particular show, it may be able to borrow one from a neighboring unit. Some battalions have been able to have the slide, scripts, and tapes locally reproduced.

RSC is looking to the future when it may be practical to put these shows on video tapes, although there are policy, budgetary, operational, and contractual considerations that must be first studied, Dembinski says.

But slide shows continue to hold the edge over video tapes for the time being. That is because, when a uniform or Army program changes, a video tape is completely obsolete. On the other hand, slide shows can be easily and inexpensively updated by simply replacing an obsolete slide or updating the audio tape.



Salutes

Recent recipients of recruiter rings and gold badges are listed below. Inquiries regarding awards should be directed to HQ USAREC Awards Branch, AUTOVON: 459-3036 or Commercial: (312) 926-3036.

RECRUITER RINGS

ALBANY
SFC Edward E. Brochu Jr.

ATLANTA
SSG James A. Brackeen

BALT/WASH
SFC Hedley V. Clews
SFC Shirley M. Greene
SFC Jimmy E. Lockhart

BECKLEY
SFC Dayton M. Lister

COLUMBUS
SSG Willie L. Smith

DES MOINES
SFC Joann E. Lattner

DETROIT
SFC Glen F. Gulick
SGT Sharon A. Guthrie

HARRISBURG
SFC Robert J. Luke
SFC James E. Reading
SFC Howard R. Wilson

HONOLULU
Mr. George Kim
1st Sgt. William C. Slease Jr.

LANSING
SFC Norbert E. Anderson
SFC Daniel R. Asmus

LITTLE ROCK
Mr. Thomas R. Williams

MILWAUKEE
SSG Eric McGrath

MINNEAPOLIS
SFC Ronald B. Buster

MONTGOMERY
SFC Tommy J. Daniel

NEWBURGH
SSG Regina Johnson

OMAHA
Eslie King Jr.

PHILADELPHIA
SFC Thomas E. Hudson
SFC Susie M. Hunt
SFC Belle Ricketson

PHOENIX
SFC Marilyn M. Pehr

PORTLAND
SSG Bert W. Baty

SALT LAKE CITY
SFC Thomas J. Stewart

SYRACUSE
SFC Alan R. Terwillinger

ATLANTA
SSG Lee D. Colgrove
SSG John W. Zebreski
SFC James R. Anspaugh
SSG Joseph C. Fuller
SFC David C. Strong Jr.
SSG Edgar W. Wallace
SSG Edward A. Jackson
SGT Marietta James
SSG Robert W. Howard

BALT/WASH
SSG James D. Parton

BOSTON
SSG Llewellyn O. Wood

CHARLOTTE
SFC Otis Crews

CHICAGO
SSG Charles L. Matthews
SGT Raul Gonzalez
SSG Mark W. Caslin

CINCINNATI
SSG Bernie R. Marshall

CLEVELAND
SSG Collins P. Davidson

CONCORD
SFC Richard D. Halderman
SSG Robert B. Doughty
SGT William F. Ferris
SFC David A. Brooks
SSG Roland R. Beaulieu
SGT David P. Harbour

DES MOINES
SFC Richard L. Oakland
SSG Marvin R. Fitzgerald
SGT Thomas P. Lehew
SGT Larry L. Lindsey

DETROIT
SFC Patrick F. Beall

HARRISBURG
SSG Timothy Kennedy

HOUSTON
SSG Jeffery R. Baker
SSG Mark A. Jackson
SFC Michael E. Russino

INDIANAPOLIS
SSG Daniel L. Smith

JACKSON
SSG Romeo Green III

KANSAS CITY
SSG Barry L. Garbrick
SFC Franklin Krajewski
SFC Sammy D. Nelson
SFC Leonard C. Walker Jr.
SFC Danald D. Yates

LANSING
SSG James M. Buzzetta

LITTLE ROCK
SFC Michael D. Gray

LOS ANGLES
SSG Kenneth L. Durham

MIAMI
SSG Bernard B. Brown

MILWAUKEE
SSG Randall J. Westfall
SFC Jay Wildfang
SSG William C. Newton

NEWBURGH
SFC Robert A. Carter
SSG James M. Dwyer
SSG Johnny M. Wilborn

NASHVILLE
SSG Jackie L. Thomas
SSG Thomas M. Myers
SSG Larry Duncan

NEWHAVEN
SSG Jimmy L. Spell

INDIANAPOLIS
SSG Gilbert K. Getz

NEW ORLEANS
SSG James D. Paige
SSG Richard M. Gill

OKLAHOMA CITY
SSG Robert B. Barber
SFC James F. Trent
SFC Paul M. Grimes Sr.
SSG Randal E. Janow

OMAHA
SFC Terry M. Maley
SFC Gregory S. Ohlsen
SSG Richard A. Dahlen

PEORIA
SSG Douglas W. Gulick
SSG Alfonso O. Labrador Jr.
SSG Thomas E. Parks Jr.

SEATTLE
SSG Odell Langston
SSG Randy B. Bovinet

PHOENIX
SFC Robert D. Blalock
SSG Cleveland Evans

PITTSBURGH
SSG Moses McFarland

SFC Bisbee C. Duncan
SFC James K. Galbraith
SSG Charles G. Phillips
SSG Peter R. Carlson
SSG John E. Bell
SSG Michael S. Washington
SSG Robert C. Schumacher

PORTLAND
SSG Paul A. Bellen

RALEIGH
SSG Ervin R. Bost Jr.

SACRAMENTO
SSG George T. Cruz

SAN ANTONIO
SSG Clark Dimery

SAN JUAN
SGT Pamela K. Parsons

SSG Curtis G. Lewis

SANTA ANA
SSG Gregorio Hernandez-Hernandez

SSG Miguel Rodriguez-Garcia

SEATTLE
SSG Diana L. Ramey
SSG Steven D. Olsen
SFC Mark J. Merz
SSG John L. Morris Jr.

12B: Combat Engineer

The right job for the tough, rough, and ready recruit who wants to soldier in the area of demolition, transportation, construction and road building.

This is a physically-demanding job for the man who wants to lay it on the line — the man who will put out for his country regardless of the odds or obstacles.

Combat engineers exist to give combat engineering support to combat forces. Combat is the key word — and “whatever it takes” might well be the slogan for the 12B, Combat Engineer. The faint-hearted will not be interested in this job. Nor will they be wanted.

But the guidance counselor who is fortunate enough to have found the right man for this MOS, should again give him these facts about being a Combat Engineer — facts that are spelled out in the JOIN presentation.

“As a combat engineer, your training will be thorough and complete. You’ll be taught how to clear the way for our forces, and how to build obstacles or fortifications. As an integral part of today’s combat team, the combat engineer keeps our forces on the move, while slowing or stopping the enemy. Your skills as a combat engineer will help make the battlefield safe for friendly forces and dangerous for the enemy.

“As part of your specialized training, you’ll learn all aspects of mine-laying operations. You’ll learn how to install anti-tank mines to stop advancing enemy armor and vehicles. You’ll learn how to arm and emplace anti-personnel mines, and you’ll learn to locate, mark, and clear enemy mine fields.

“You’ll be taught field fortification skills that will allow you to use available materials to get the most protection from any terrain. You’ll be taught how to install barbed wire obstacles in order to improve and strengthen your position.

“When you’re on engineer reconnaissance you’ll be looking for usable roads

and bridges to keep friendly forces moving. You’ll help in emplacing ready-to-be-assembled bridges, and you’ll assist in river-crossing operations. You’ll construct temporary roads, and clear landing zones on many types of terrain.

“You’ll use your explosive training to clear the way for our forces, and you’ll be shown techniques for creating obstacles which will block the way for enemy forces. You’ll also learn the skills of a combat infantryman.

“As the years go by you’ll find the skills you’ve learned and practices as a 12B Combat Engineer can be a valuable asset to most civilian employers. Technical skills, time management skills, leadership and team-building skills may well qualify

you for a job in the construction industry, or in a related civilian occupation.”

Don’t make the mistake of thinking this MOS is “all back, no brain.” Nothing could be further from the truth. It is true that the combat engineer should be in top physical condition. He should be aggressive — and eager to do “whatever it takes.” But he must also be a thinking soldier who will consider the options in any course of action — and will choose the one with the greatest chance of accomplishing the mission while sustaining minimum losses. He must be a soldier who is mature enough to take the initiative and operate on his own, when necessary. His intelligence reflects itself in good judgment.



12B. Combat Engineer

FLARE

